

School name: Cannington			Cluster lead school name:		
Overview - School readiness for change					
Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Overview - School readiness for change	<div><input type="checkbox"/></div> <p>Related to ICT, the school has not begun to address a culture of change (readiness to challenge beliefs and practices) yet and there are few instances of learning dialogue. Culture of trust and support needs to be improved.</p>	<div><input type="checkbox"/></div> <p>Related to ICT, the school has begun to address a culture of change, relationships are being developed and staff are ready to engage in their own professional learning.</p>	<div><input checked="" type="checkbox"/></div> <p>Related to ICT, the staff sometimes engage in professional learning conversations both formally and informally. School reflects a culture ready for change. Teachers reflect on teaching and learning practices in reference to e-learning processes and practices.</p>	<div><input type="checkbox"/></div> <p>Related to ICT, the staff consistently engage in professional learning conversations both formally and informally. Teachers reflect on teaching and learning practices within and beyond school. Some instances of continuous learning. Teachers model life-long learning skills.</p>	<div><input type="checkbox"/></div> <p>Related to ICT, the school culture reflects robust risk-taking, on-going learning dialogue with strong links to research which improves teachers practice to ultimately impact on student learning and achievement. Teachers continue to model life-long learning skills.</p>
National Goal 1 – Integration of ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa					
Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Key Competencies	<div><input type="checkbox"/></div> <p>School personnel have no knowledge or understanding of how to develop key competencies through e-learning.</p>	<div><input type="checkbox"/></div> <p>School personnel have begun unpacking key competencies and identifying how to incorporate them in class programmes through e-learning.</p>	<div><input checked="" type="checkbox"/></div> <p>School personnel have unpacked key competencies and can identify connections and e-learning opportunities across all areas of the curriculum</p>	<div><input type="checkbox"/></div> <p>Key competencies are a component of class work and students are developing awareness of their importance. Activities incorporating e-learning are designed with key competency development in mind. Teachers can articulate how key competencies are developed in their programme. Teachers model key competencies in their teaching.</p>	<div><input type="checkbox"/></div> <p>There are clear links between the development of key competencies and e-learning practices both in planning documents and classroom implementation. Students are able to articulate their personal development in key competencies.</p>
Learning Areas	<div><input type="checkbox"/></div> <p>There is little planning for the integration of ICT into learning areas because most staff are uncertain about using ICT or identifying appropriate opportunities.</p>	<div><input type="checkbox"/></div> <p>Some staff are developing e-learning skills and integrating these into their learning area(s) but there is variability in their confidence to do this.</p>	<div><input type="checkbox"/></div> <p>Most staff are developing e-learning skills and integrating these into their learning area(s) and do so regularly.</p>	<div><input checked="" type="checkbox"/></div> <p>Most staff are integrating ICTs into curriculum or teaching plans.</p> <p>ICTs are used in authentic learning contexts and are used to support depth and rigor in learning.</p>	<div><input type="checkbox"/></div> <p>All, or nearly all, teachers know when to integrate ICT into their curriculum or teaching plans (is informed by current research). This leads to creative school-wide planning.</p> <p>ICTs are used in authentic learning contexts and are used to support depth and rigor in learning.</p>

National Goal 2 - Increase capability of teachers and principals to improve students' learning and achievement through e-learning;

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Pedagogy – Focus on student outcomes	<input type="checkbox"/> Teachers and principal have no knowledge or understanding of how to put programmes in place to achieve better outcomes for students through the use of e-learning.	<input type="checkbox"/> Teachers and principal have some understanding of effective e-learning pedagogy and have considered their present position. Some staff are specifically attempting to achieve better outcomes for students through the use of e-learning.	<input checked="" type="checkbox"/> Teachers and principal have an understanding of effective e-learning pedagogy. Some PD has been undertaken to achieve improved outcomes for teachers/ students through the use of e-learning. Most staff are actively involved in development.	<input type="checkbox"/> Teachers and principal have developed strategies and are running effective PD which is focused on the development of learning programmes that use e-learning pedagogy to achieve improved outcomes for students. Personnel have decided on measurement strategies to gauge success.	<input type="checkbox"/> School personnel have successfully implemented programmes, informed by current research, that focus on improved outcomes for students through the use of effective e-learning pedagogy. Evidence has been captured that shows improved outcomes for students.
ICT use for learning and teaching	<input type="checkbox"/> Any ICT use is incidental rather than planned and its use results in little benefit to learning and teaching.	<input type="checkbox"/> ICT is mainly used to replace traditional teaching approaches, with a focus on superficial gains such as presentation.	<input type="checkbox"/> Many staff use ICT to engage and motivate students in their learning through more varied approaches and resources, leading to more active and interactive learning experiences.	<input checked="" type="checkbox"/> Most staff use ICT to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods.	<input type="checkbox"/> All, or nearly all, staff use ICT to provide opportunities for creative and independent learning that extend Students' capacity to learn for themselves both within and beyond the school.
Students' learning with ICT	<input type="checkbox"/> Students make no decisions of their own as to when ICT may be the most effective medium for any of their work. They have no expectation about using ICT as a natural part of their learning.	<input type="checkbox"/> Some students make decisions about when to employ ICT in some subjects but often lack confidence to transfer their ICT capability to new situations. Some Students have little expectation about using ICT as a natural part of their learning.	<input checked="" type="checkbox"/> Many students make informed decisions about when to use ICT and are able to transfer their ICT capability to new situations. They have growing expectations about using ICT to support their learning.	<input type="checkbox"/> Most students make informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have clear expectations about using ICT to support their learning.	<input type="checkbox"/> All or nearly all students make regular informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have high expectations about using ICT to support their learning both within and beyond the school.
Identifying staff professional learning needs	<input type="checkbox"/> There is no planned assessment of staff skills or needs in relation to ICT.	<input type="checkbox"/> There is little attempt to assess staff skills and needs in relation to ICT. There is a reliance on	<input checked="" type="checkbox"/> There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of	<input type="checkbox"/> There is a regular and systematic assessment of staff skills and needs, in relation to ICT competence and the	<input type="checkbox"/> Comprehensive assessments of staff ICT skills and needs are reviewed and form part of the annual performance

(Reflective practice)	<p>There is no expectation for staff to reflect on their classroom practice.</p>	<p>individuals identifying their own needs, usually in relation to the development of ICT skills.</p> <p>There is understanding of the importance of reflecting on classroom practice and this is beginning to happen with some support.</p>	<p>new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.</p> <p>A culture of reflective practice is developing within the school and staff are given regular opportunities to reflect on their classroom practice.</p>	<p>effective use of ICT in learning and teaching. Where appropriate this is part of the performance management process.</p> <p>There is a well established culture of reflective practice within the school. Staff reflections feed into audits of staff needs.</p>	<p>management process. They include the effective use of ICT in learning and teaching as well as new and emerging technologies and practices.</p> <p>There is a flourishing culture of reflective practice within the school. Staff reflections feed into audits of staff needs and lead to increased instances of professional dialogue.</p>
<p>Meeting individual and school ICT needs</p> <p>(Transference)</p>	<p><input type="checkbox"/></p> <p>There is no planning to link any identified individual or whole-school needs for ICT, and the range of development activities is very limited.</p> <p>There is no transference of professional learning into classroom practice.</p>	<p><input type="checkbox"/></p> <p>Planning for ICT professional development takes only limited account of individual and whole-school needs. Some attempt is made to widen the range of development opportunities.</p> <p>There is little transference of professional learning into classroom practice.</p>	<p><input type="checkbox"/></p> <p>There is a range of planned professional development activities which meet the needs of some (but not all) staff and begin to address whole school need.</p> <p>There is regular transference of professional learning into classroom practice.</p>	<p><input checked="" type="checkbox"/></p> <p>A wide range of development opportunities are provided both within and out of school. These address whole-school needs and also meet the individual needs and styles of most staff, taking account of the outcomes of performance management where appropriate.</p> <p>There is a high level of transference of professional learning into classroom practice. Data is collected on the effectiveness of these approaches.</p>	<p><input type="checkbox"/></p> <p>A wide range of engaging approaches to staff development are used that blend different forms of provision. Plans follow a well established annual professional development process which balances strategic and individual needs and sets targets related to performance management.</p> <p>There is seamless transference of professional learning into classroom practice. Data is collected on the effectiveness of these approaches and informs future planning both at individual and school wide level.</p>

National Goal 3 - Strengthen professional learning communities and increased collaboration within and across schools

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Positive relationships	<input type="checkbox"/> School community has no knowledge or understanding of how to build positive relationships. This is reflected in the culture of the school.	<input checked="" type="checkbox"/> School community is aware of the importance of developing positive relationships. There has been discussion on how best to develop these relationships within the school.	<input type="checkbox"/> School community has reviewed the current systems and identified a number of strategies which will be implemented to develop positive relationships.	<input type="checkbox"/> School community has developed guidelines and strategies that encourage positive interactions within the school in order to develop better relationships. These are recalled or revisited in group situations.	<input type="checkbox"/> There are transparent systems and procedures within the school that foster positive relationships. All people in the school community feel valued and trusted. This results in successes and failures being readily shared. Everyone feels able to contribute when solving issues.
Sharing effective practice	<input type="checkbox"/> Any sharing of effective practice between individual members of staff is on an ad hoc basis.	<input type="checkbox"/> The sharing of effective practice of ICT use is encouraged during staff meetings but still works only at an individual level.	<input checked="" type="checkbox"/> Individual staff development incorporates the sharing and wider adoption of effective practice within the school.	<input type="checkbox"/> The sharing of effective practice routinely occurs across the school and on a planned and reciprocal basis with other schools.	<input type="checkbox"/> The school has developed innovative approaches to the sharing of effective practice within and beyond the school and makes use of the technology to achieve this.
Development of learning community	<input type="checkbox"/> There has been very little thought put into how to develop a learning community or awareness of the benefits.	<input type="checkbox"/> Staff have some understanding of how an effective learning community functions and how a learning community impacts on their teaching. There are pockets of participation by some school personnel.	<input checked="" type="checkbox"/> Staff understand the importance of effective learning communities and a number of key personnel are actively participating. This is resulting in the sharing of ideas and strategies across the school.	<input type="checkbox"/> All staff are participating in the learning community, though for some this is erratic. Some teachers are involved in learning communities beyond the school. The sharing of information throughout the school is having a positive impact on teacher effectiveness and student outcomes.	<input type="checkbox"/> There is a fully inclusive, active learning community that is aligned with up-to-date theory and includes connections to outside educators. The community is continuously evaluated in order to improve systems. The sharing of information and ideas results in increased teacher effectiveness and improved student outcomes.

Resourcing	<input type="checkbox"/> No support or suitable equipment is provided to maintain and promote the learning community.	<input type="checkbox"/> <p>Limited resources and support are provided to maintain and promote the learning community.</p> <p>Teachers have limited knowledge of online tools and their potential to support community participation and the sharing of ideas, or those tools are blocked from use in the school.</p>	<input checked="" type="checkbox"/> <p>There are adequate resources and support provided to maintain and promote the learning community.</p> <p>The school has developed infrastructure to support online communities.</p> <p>The school community is aware of what is available and is beginning to make greater use of resources. Teachers are aware of MoE resources online.</p>	<input type="checkbox"/> <p>Consideration has been given to the needs of the learning community when purchasing equipment and buying in expertise.</p> <p>There has also been some research to find current information on best practice.</p> <p>There are clear systems in place for the use of, or allocation of, resources but these are not always followed.</p> <p>Generally the staff feel well supported by the allocation of resources for supporting a collaborative learning community.</p>	<input type="checkbox"/> <p>Careful consideration has been given to both the needs of the learning community and current information on best practice when purchasing equipment, providing release time and buying in expertise.</p> <p>School personnel know the systems for use of resources, they feel able to access them and supported in their use.</p> <p>Staff are provided with models of best practice to help them be more effective. This results in greater uptake.</p>
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National Goal 4 - Increase e-learning leadership and ICT strategic planning capability of principals and teachers

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Development of an ICT/e-learning strategy.	<input checked="" type="checkbox"/> <p>There is no ICT/e-learning strategic plan in place within the school.</p>	<input type="checkbox"/> <p>The school has an ICT/e-learning strategic plan but it is out-of-date.</p>	<input type="checkbox"/> <p>The school has an up-to-date ICT/e-learning strategic plan in place.</p> <p>To develop the strategic plan, the school reviewed their current systems and infrastructure and;</p> <p>Assessed the learning needs of teachers and students.</p>	<input type="checkbox"/> <p>The school has an up-to-date ICT/e-learning strategy in place. To develop the strategic plan, the school reviewed their current systems in consultation with all stake holders (including students).</p> <p>The strategic plan addresses infrastructure issues, the learning needs of teachers and students, and involves the wider school community.</p> <p>School management systems have been changed in order to implement the strategic plan.</p> <p>The ICT/e-learning strategic plan has a number of clear links to the broader school goals.</p>	<input type="checkbox"/> <p>The school has an up-to-date ICT/e-learning strategy in place. The school is involved in a constant cycle of design, implementation and review of ICT/e-learning that informs developments in School management systems</p> <p>There is consultation with all stake holders (including students) and documentation is reviewed as needed.</p> <p>The ICT/e-learning strategic plan clearly shows how to move the school forward from its current position and is based on knowledge of best practice in order to improve student outcomes.</p> <p>There is clear alignment between the ICT/e-learning strategic plan and the broader school goals. Both are constructed with a shared vision and complement each other.</p>
Capability of Staff to develop an ICT/e-learning strategic plan	<input type="checkbox"/> <p>School leaders and Board of Trustees feel ill-equipped to effectively construct and implement an ICT/e-learning strategic plan.</p>	<input type="checkbox"/> <p>School leaders and Board of Trustees have some basic understanding of what is required to construct an ICT/e-learning strategic plan but need additional support to proceed.</p>	<input checked="" type="checkbox"/> <p>School leaders and Board of Trustees are able to assess (i.e. audit) the current position of the school in relation to ICT/e-learning</p> <p>They can construct a basic ICT/e-learning strategic plan with some next steps identified.</p>	<input type="checkbox"/> <p>School leaders and Board of Trustees have a good understanding of possible benefits of ICT/e-learning.</p> <p>They use their knowledge of the school's current position to develop a strategic plan that addresses infrastructure issues, the learning needs of teachers and students, and involves the wider school community.</p>	<input type="checkbox"/> <p>School leaders and Board of Trustees have a clear understanding of the potential of ICT/e-learning in schools.</p> <p>They are able to accurately identify and articulate the current position of ICT integration across all operational areas of the school, identify the steps required to move the school forward, and engage with key stakeholders to achieve them.</p>

Capacity of Principals and other school personnel to lead e-learning in the school	<input type="checkbox"/> Principals, senior management and school personnel have no understanding of the need for change, are not undertaking any personal professional learning and are ill-equipped to lead whole school development in ICT/e-learning.	<input type="checkbox"/> Principals, senior management and school personnel with responsibilities for e-learning have realised the need for personal professional learning to enable them to lead e-learning development and have some basic understanding of what is required.	<input type="checkbox"/> Principals, senior management and school personnel with responsibilities for e-learning are undertaking professional learning in order to effectively lead e-learning within the school. They have also developed measurement strategies to gauge success.	<input checked="" type="checkbox"/> Principals, senior management and school personnel with responsibilities for e-learning are confident in their abilities to lead whole school development in e-learning. They are generally effective in their role and are aware of the importance of gathering evidence of increased confidence and capacity of school personnel and some improved outcomes for students.	<input type="checkbox"/> Principals, senior management and school personnel with responsibilities for e-learning are successfully leading whole school development in relation to e-learning. Strategies are designed around the most up-to-date information on best practice. The management team lead by example and are considered effective in their role by other school personnel. Systems are in place to gather data showing evidence of an increase in teacher effectiveness and student outcomes in relation to the use of ICT across the curriculum.
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National Goal 5 - Increase the school community's understanding of the educational contribution of e-learning.					
Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Informing the community	<input type="checkbox"/> Staff have little knowledge or understanding of how or why they should inform the community about the role of e-learning.	<input type="checkbox"/> Staff are aware of the importance of informing the school community about the impact of ICT in learning.	<input checked="" type="checkbox"/> Staff have reviewed their present systems and identified a number of strategies which they will implement to inform the community.	<input type="checkbox"/> Staff are taking some opportunities to inform the community about the impact of ICT in learning.	<input type="checkbox"/> There are transparent systems and procedures within the school that are used to inform the community about the impact of ICT in learning
Engagement with the community	<input type="checkbox"/> There is no engagement with the school community about the role of e-learning or understanding as to why this could be beneficial.	<input checked="" type="checkbox"/> Community consultation is occurring however it is on an ad hoc basis primarily driven by individual staff.	<input type="checkbox"/> A planned approach to community consultation has been developed and initial interactions have taken place.	<input type="checkbox"/> Regular community consultation about improved outcomes for students through e-learning is occurring and community input has been considered. Decisions are being made about measurement strategies to gauge success.	<input type="checkbox"/> The school is successfully interacting with the community about the impact of ICT in learning. This results in the school community having greater understanding of the importance of e-learning. Data shows the impact of consultation and informs changes. Wider community participation and involvement with e-learning is realised.

Cluster level – How the cluster supports the work of individual schools across all five national goals (your school perspective)					
Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Ownership of the cluster programme by individual schools	<input type="checkbox"/> Individual cluster schools feel they have very little input into the design and running of the cluster wide programme.	<input type="checkbox"/> The design and running of the cluster programme takes into account some needs of individual schools but may not represent the views of all schools.	<input type="checkbox"/> Most schools feel that they have had input into the design and running of the cluster wide programme and feel some ownership of the process.	<input checked="" type="checkbox"/> All cluster schools have a strong voice in the design and running of the cluster programme and this is beginning to be reflected in the outcomes for each school.	<input type="checkbox"/> All cluster schools have an equal say in cluster decision making and have actively participated in the design and running of the cluster programme. This is reflected in positive outcomes for each school.
Mentoring by cluster leaders	<input type="checkbox"/> Cluster leaders do not support schools to identify how to make progress in relation to the national goals.	<input type="checkbox"/> Cluster leaders have begun to support schools to identify how to make progress in relation to some of the national goals. There is an awareness within the cluster of the need to gather data to demonstrate the effectiveness of this support.	<input checked="" type="checkbox"/> Cluster leaders support schools in identifying how to make progress in relation to all or most of the national goals. Some data is being gathered that shows the impact of this mentorship.	<input type="checkbox"/> Cluster leaders provide schools with mentorship (leadership, guidance and support) in identifying how to make progress in relation to all the national goals. Data is being gathered that shows the impact of this mentorship in relation to all of the national goals. This data has been analysed and the information is shared back to schools and included in cluster reporting.	<input type="checkbox"/> Cluster leaders provide schools with high quality mentorship in identifying how to make progress in relation to all the national goals. Data has been gathered and analysed that shows the impact of this mentorship and cluster leaders use this data to reflect on their own practice. The data has also been shared back to schools, used for cluster reporting and has been used to inform planning for the future of the cluster.
Effectiveness of the cluster programme delivery	<input type="checkbox"/> The delivery of the cluster programme does not support schools to identify how to make progress in relation to the national goals.	<input type="checkbox"/> The delivery of the cluster programme provides some support to schools in relation to some of the national goals. There is an awareness within the cluster of the need to gather data to demonstrate the effectiveness of the programme.	<input type="checkbox"/> The delivery of the cluster programme provides some support to schools in relation to all or most of the national goals. Some data is being gathered to show the effectiveness of the cluster programme.	<input type="checkbox"/> The delivery of the cluster programme provides support to schools in relation to all of the national goals. Data has been collected that shows good progress of cluster schools in relation to all of the national goals. This data has been analysed and the information is shared back to schools and included in cluster reporting.	<input type="checkbox"/> The delivery of the cluster programme provides high quality support to schools in relation to all of the national goals. Data has been collected that shows considerable progress of cluster schools against all of the national goals. The data has been analysed, shared back to schools, used for cluster reporting and has been used to inform planning for the future of the cluster.